



Course Evaluation Results: Supreme Court Simulation

Dear Professor Blackman

In the attachment you will find the evaluation results of the course Supreme Court Simulation.

These results are based on 6 evaluations returned, yielding a response rate of 54.55%.

The indicators shown at the top of the report represent the average of each group of questions, with Cronbach's Alpha describing the internal consistency of a question group.

The results for each individual question are displayed in a simple bar graph. To the right of each bar graph, more detailed data is displayed, as follows: number of responses to that question (n); the average response on a scale of 1 to 5 (av); the median score (md); and, the standard deviation (dev).

After each group of questions, you will find comments from your students. A faculty "Profile" page which graphically displays your average score for each evaluation question is included.

If you have any further questions do not hesitate to contact the evaluation department.

Your Class Climate Administrator

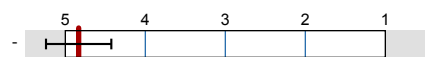
Josh Blackman

Supreme Court Simulation (10535_202410)

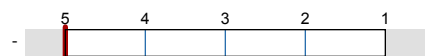
No. of responses = 6



Overall indicators

1. Preparation ($\alpha = 0.43$)av.=4.83
dev.=0.41

2. Setting goals

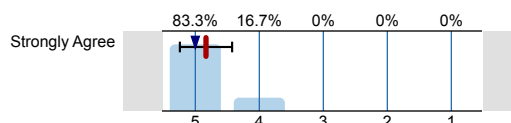
av.=5
dev.=0

3. Use of appropriate teaching methodology

av.=4.91
dev.=0.24. Effectiveness of presentation
($\alpha = 0.94$)av.=4.73
dev.=0.635. Providing feedback ($\alpha = -0.5$)av.=4.83
dev.=0.41

1. Preparation

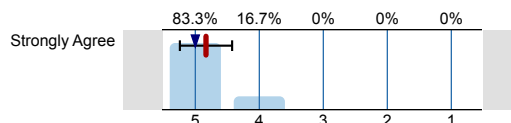
1.1) The professor had thorough knowledge and command of the subject matter.



Strongly Disagree

n=6
av.=4.83
md=5
dev.=0.41

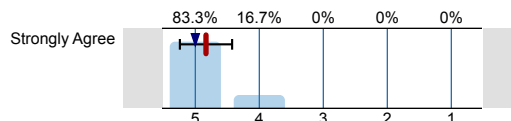
1.2) The professor was prepared for the content and activities of each class.



Strongly Disagree

n=6
av.=4.83
md=5
dev.=0.41

1.3) Course materials (casebook, handouts, syllabi, etc.) were useful and well-prepared.



Strongly Disagree

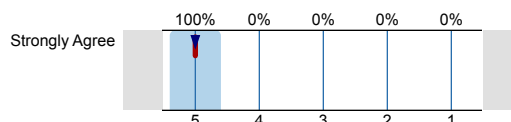
n=6
av.=4.83
md=5
dev.=0.41

1.4) Please provide any additional comments ON PREPARATION in the space below:

- having examples from previous semesters were helpful in completing class assignments
- Professor Blackman is an example of how to be organized and prepared.
- The only thing I'd note here, is the last case required some students to branch out on their own for materials to prepare themselves for the moot. It was essentially a remoot of the D.C. Circuit, so it should not have been very difficult, but I think some of the students neglected to find these resources which made them less prepared.
- Thoroughly appreciated the amount of resources to reference from last semester and links provided to each case docket and argument.

2. Setting goals

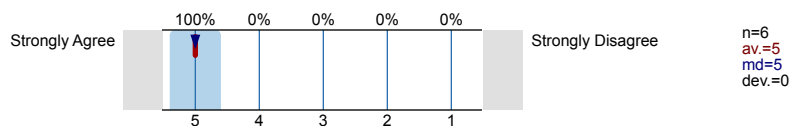
2.1) The professor clearly identified what students were expected to learn from the course overall and from each section of the course.



Strongly Disagree

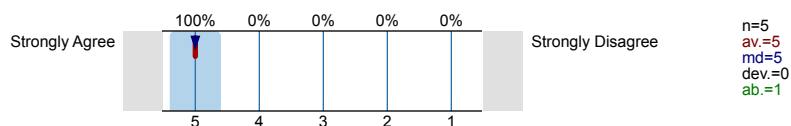
n=6
av.=5
md=5
dev.=0

- 2.2) The professor clearly identified what students were asked to be able to do as the course progressed.

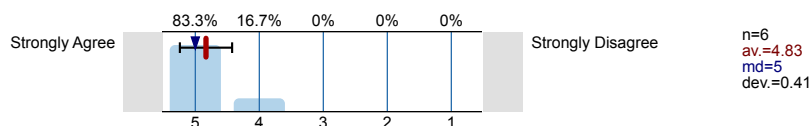


3. Use of appropriate teaching methodology

- 3.1) The teaching techniques (PowerPoint, whiteboard, role-play, simulations, other technology, etc.) the professor used were effective.



- 3.2) The class was characterized by active learning.

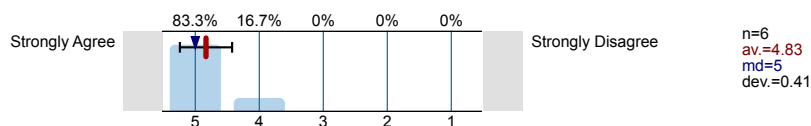


4. Effectiveness of presentation

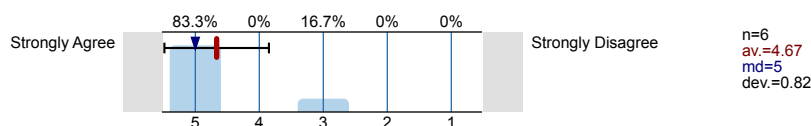
- 4.1) The professor facilitated useful class participation.



- 4.2) The professor kept class discussion on track.



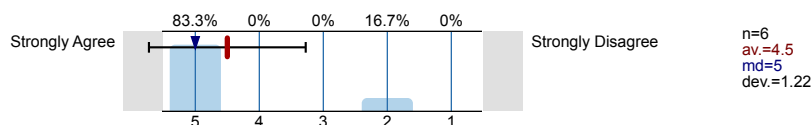
- 4.3) The professor conducted class in a manner that required preparation.



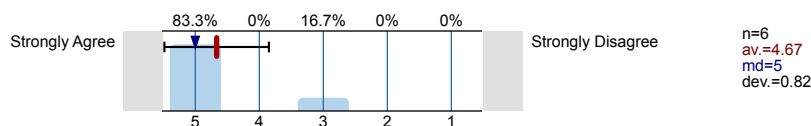
- 4.4) The professor answered appropriate questions in a way that advanced student learning.



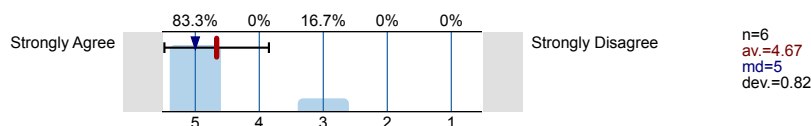
- 4.5) The professor encouraged students to work through difficult material themselves.



- 4.6) The professor's examples and illustrations were helpful.



- 4.7) The professor held my attention during the class.



- 4.8) The professor used class time well.

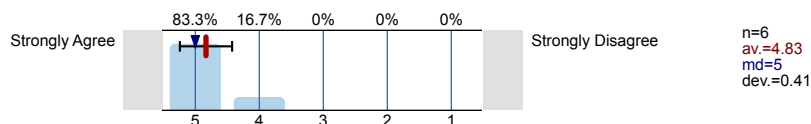


- 4.9) Please provide any additional comments ON PRESENTATION in the space below:

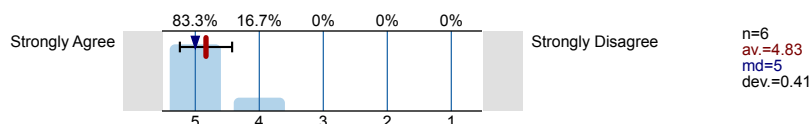
■ Maybe just personal opinion, I would have liked to have more time to go over the questions/answers and their explanations more in class.

5. Providing feedback

5.1) The professor was accessible outside of class (e.g., email, office hours) through the semester.



5.2) The professor provided useful opportunities for practice and feedback on course concepts and content during the semester.

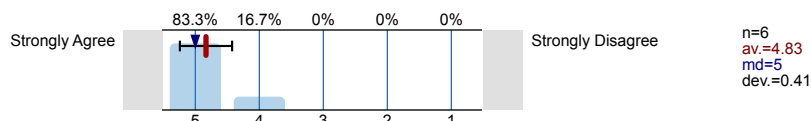


5.3) Please provide any additional comments ON PROVIDING FEEDBACK in the space below:

- Always gave detailed feedback on what we could do better.
- My only suggestions with regard to feedback would be for either a meeting with the advocates after our oral argument to discuss the specifics of what was and was not efficient in our oral arguments, or more detailed feedback on our course page with our grade. However, the brief notes provided were still appreciated. I also think more direction regarding justice's questions if someone's questions are not satisfactory would have facilitated more engaging moots.
- One of my only feelings about how the class could be improved is that more feedback would be awesome. I'm not sure how feasible this is, but knowing if you think some questions are good but are not in line with what the justice we are portraying may ask or if our questions don't really help highlight the legal issues more.
- wish professor blackman would have given individual feedback on the actual oral argument

6. Overall evaluation

6.1) Overall, the professor was effective in teaching this class.



6.2) Please provide any additional comments about the course or professor in the space below:

- Could not recommend this class enough. This class is probably my favorite class I have taken in law school. I learn by doing, or at least visualizing, rather than simply listening and while many law school classes cater to auditory learners, this class allowed us to hear others argue, argue ourselves, see what the process looks and feels like, and hear from successful advocates who argued the exact cases to the Supreme Court themselves. I was excited to develop considerable knowledge of each case topic and practice area but also to expand my way of thinking to that of a justice. While I had previously considered how these questions were developed, I had not realized how complex the process is for a judge who fairly engages with each issue.
- Excellent course. Would suggest putting some prerequisites for students wanting to take the class.
- I really enjoyed this class.
- The worst part of this class is pretty much outside of the Professor's control. We're left waiting on the Supreme Court to plan argument days so we won't always know when our moots are. This scheduling difficulty means we might have somewhat of a lull in between when the days we're on call for the case and the day we moot it. In some cases, more than a month in between. Lastly, I'd note this is a really fun class and covers lots of different complex issues of law. I think with a little tinkering it can be a great class that is very helpful to future appellate advocates.

7. Learning Objectives

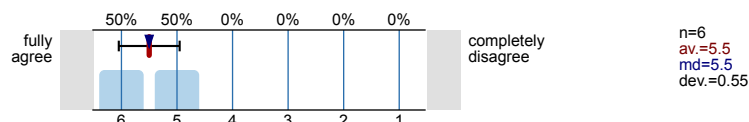
Please provide two ratings of your knowledge and/or ability level for each of the statements listed below::

- rate your current knowledge and/or ability level **after completing this course**
- rate your prior knowledge and/or ability level **before completing this course**.

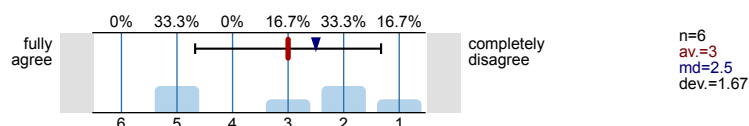
8. Supreme Court Simulation

I can present appellate arguments of the type delivered by Supreme Court advocates.

8.1) - after completing this course:

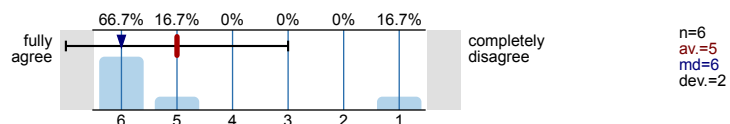


8.2) - before completing this course:

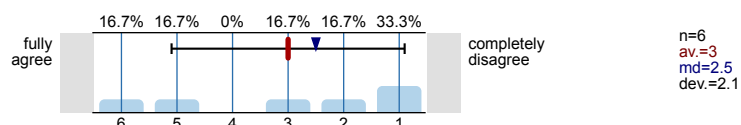


I can ask questions in the persona of Supreme Court justices.

8.3) - after completing this course:

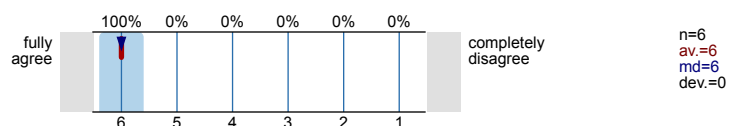


8.4) - before completing this course:

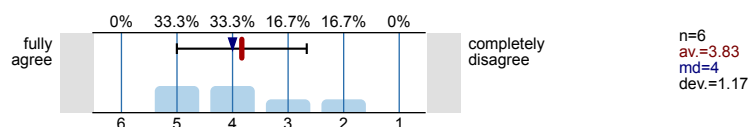


I can interact with Supreme Court advocates

8.5) - after completing this course:



8.6) - before completing this course:



Profile




Subunit: LAW

Name of the instructor: Josh Blackman



Name of the course: Supreme Court Simulation
(Name of the survey)

Values used in the profile line: Median

1. Preparation

| | | | | | | | |
|--|----------------|---|-------------------|-----|----------|------|-----------|
| 1.1) The professor had thorough knowledge and command of the subject matter. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.83 | md=5 | dev.=0.41 |
| 1.2) The professor was prepared for the content and activities of each class. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.83 | md=5 | dev.=0.41 |
| 1.3) Course materials (casebook, handouts, syllabi, etc.) were useful and well-prepared. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.83 | md=5 | dev.=0.41 |









2. Setting goals

| | | | | | | | |
|---|----------------|---|-------------------|-----|-------|------|--------|
| 2.1) The professor clearly identified what students were expected to learn from the course overall and from each section of the course. | Strongly Agree |  | Strongly Disagree | n=6 | av.=5 | md=5 | dev.=0 |
| 2.2) The professor clearly identified what students were asked to be able to do as the course progressed. | Strongly Agree |  | Strongly Disagree | n=6 | av.=5 | md=5 | dev.=0 |



3. Use of appropriate teaching methodology

| | | | | | | | |
|---|----------------|---|-------------------|-----|----------|------|-----------|
| 3.1) The teaching techniques (PowerPoint, whiteboard, role-play, simulations, other technology, etc.) the professor used were | Strongly Agree |  | Strongly Disagree | n=5 | av.=5 | md=5 | dev.=0 |
| 3.2) The class was characterized by active learning. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.83 | md=5 | dev.=0.41 |

4. Effectiveness of presentation

| | | | | | | | |
|--|----------------|---|-------------------|-----|----------|------|-----------|
| 4.1) The professor facilitated useful class participation. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.83 | md=5 | dev.=0.41 |
| 4.2) The professor kept class discussion on track. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.83 | md=5 | dev.=0.41 |
| 4.3) The professor conducted class in a manner that required preparation. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.67 | md=5 | dev.=0.82 |
| 4.4) The professor answered appropriate questions in a way that advanced student learning. | Strongly Agree |  | Strongly Disagree | n=6 | av.=5 | md=5 | dev.=0 |
| 4.5) The professor encouraged students to work through difficult material themselves. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.5 | md=5 | dev.=1.22 |
| 4.6) The professor's examples and illustrations were helpful. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.67 | md=5 | dev.=0.82 |
| 4.7) The professor held my attention during the class. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.67 | md=5 | dev.=0.82 |
| 4.8) The professor used class time well. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.67 | md=5 | dev.=0.52 |







5. Providing feedback

| | | | | | | | |
|--|----------------|---|-------------------|-----|----------|------|-----------|
| 5.1) The professor was accessible outside of class (e.g., email, office hours) through the semester. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.83 | md=5 | dev.=0.41 |
| 5.2) The professor provided useful opportunities for practice and feedback on course concepts and content during the semester. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.83 | md=5 | dev.=0.41 |

6. Overall evaluation

| | | | | | | | |
|---|----------------|---|-------------------|-----|----------|------|-----------|
| 6.1) Overall, the professor was effective in teaching this class. | Strongly Agree |  | Strongly Disagree | n=6 | av.=4.83 | md=5 | dev.=0.41 |
|---|----------------|---|-------------------|-----|----------|------|-----------|

8. Supreme Court Simulation

| | | | | | | | |
|--|-------------|---|---------------------|-----|----------|--------|-----------|
| 8.1) I can present appellate arguments of the type delivered by Supreme Court advocates.- after completing this course: | fully agree |  | completely disagree | n=6 | av.=5.5 | md=5.5 | dev.=0.55 |
| 8.2) I can present appellate arguments of the type delivered by Supreme Court advocates.- before completing this course: | fully agree |  | completely disagree | n=6 | av.=3 | md=2.5 | dev.=1.67 |
| 8.3) I can ask questions in the persona of Supreme Court justices.- after completing this course: | fully agree |  | completely disagree | n=6 | av.=5 | md=6 | dev.=2 |
| 8.4) I can ask questions in the persona of Supreme Court justices.- before completing this course: | fully agree |  | completely disagree | n=6 | av.=3 | md=2.5 | dev.=2.1 |
| 8.5) I can interact with Supreme Court advocates- after completing this course: | fully agree |  | completely disagree | n=6 | av.=6 | md=6 | dev.=0 |
| 8.6) I can interact with Supreme Court advocates- before completing this course: | fully agree |  | completely disagree | n=6 | av.=3.83 | md=4 | dev.=1.17 |

Profile Line for Indicators

Subunit:

LAW

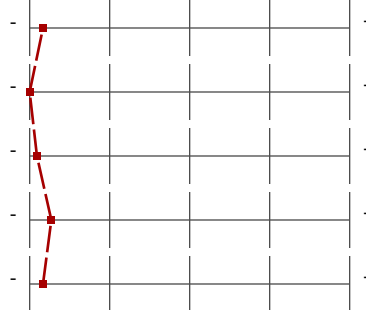
Name of the instructor:

Josh Blackman

Name of the course:
(Name of the survey)

Supreme Court Simulation

1. Preparation



av.=4.83

dev.=0.41

2. Setting goals

av.=5

dev.=0

3. Use of appropriate teaching methodology

av.=4.91

dev.=0.2

4. Effectiveness of presentation

av.=4.73

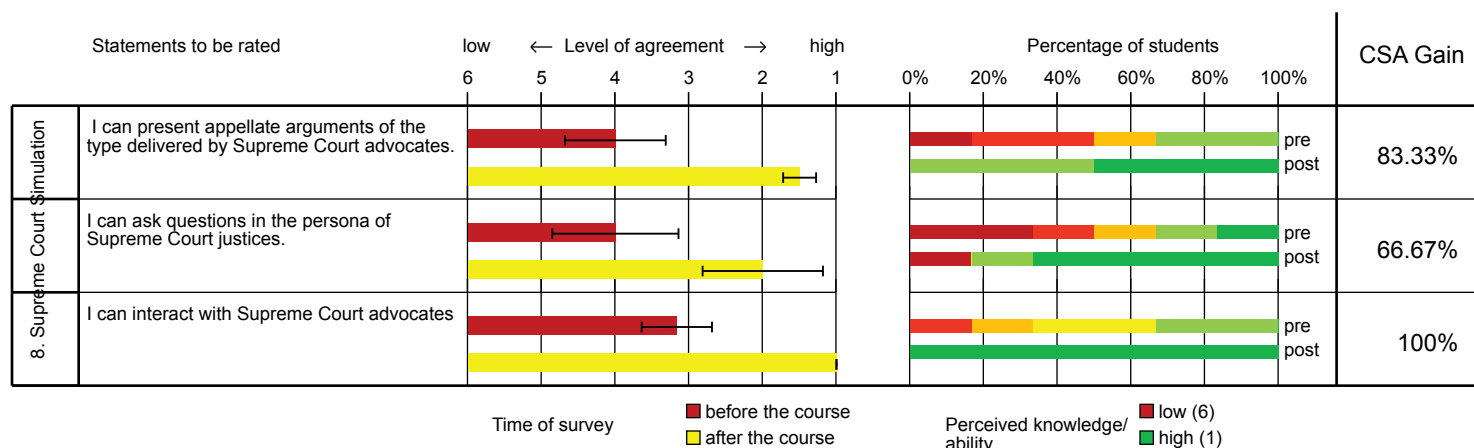
dev.=0.63

5. Providing feedback

av.=4.83

dev.=0.41

Outcome-based evaluation



Data presentation adapted from Raupach et al. Med Teach 2011; 33: e446-ee453.
Error bars indicate standard errors of the mean.